



**World Languages Standard
Catalina Foothills School District
Grade 4 (E4)**

The Grade 4 Spanish curriculum is sequential and leads to the development of communicative proficiency in the target language and understanding of the culture(s) of the people who speak the language. Depending on the year of entry, it can be a beginning program, which lays the foundation for further language study, or a continuing program, which strengthens and extends concepts and skills introduced during the previous year(s) of language study. The following areas of emphasis are applied to both beginning and continuing programs: 1) Oral language development with a focus on listening and speaking skills; 2) Awareness of other cultures; 3) Comparison of language and culture to the students' own language and culture; 4) Connections to the fourth grade curriculum; and 5) Awareness that the target language is used beyond the classroom in the real world. Reading and writing are incorporated as extensions of oral language. The major means of communication between students and teacher will be in the target language. The targeted proficiency level by the end of Grade 4: Novice High for speaking, writing, and reading, and Intermediate Low for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.4.1.1	Exchange information about personal interests (<i>for example: likes/ dislikes; school subjects; sports/hobbies/activities; places to visit in Arizona; summer activities in Arizona</i>) with simple descriptions (<i>for example: I like to play soccer/board games; The Biosphere is my favorite place; I like math and science; required: school subjects; sports/hobbies/activities; summer activities in Arizona; places to visit</i>).
WL.4.1.2	Ask and answer questions about personal needs and wants (<i>for example: daily routines; places to visit in Arizona; clothes related to place/activity; modes of transportation; required: modes of transportation; daily routines, including school, before/after school, and weekend routines; clothes related to place/activity; time</i>).
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.4.2.1	Interpret the main idea(s) and some supporting details from simple print and non-print text on familiar topics (<i>for example: school; sports; chores; daily routines</i>) (<i>required: school subjects; modes of transportation; daily routines, including school, before/after school, and weekend routines; sports/hobbies/activities; summer activities in Arizona; clothes related to places/activities</i>).
WL.4.2.2	Use listening and reading strategies to interpret meaning (<i>for example: cognates, borrowed words, oral/visual/contextual clues, intonation</i>)(<i>required: school subjects; modes of transportation; daily routines, including school, before/after school, and weekend routines; sports/hobbies/activities; places to visit</i>).
WL.4.2.3	Follow multi-step sequential directions and requests in age- and level-appropriate classroom and cultural activities (<i>required: Take out a pencil, write your name on your paper, and begin working; On my signal, stand up, and go to the correct corner/line/area of the classroom; On my signal, return to your seat and sit down</i>).

CFSD/GR4; 6/10-6/13– Approved by the Governing Board May 11, 2010

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading. Each description outlines a particular range of ability/performance (communication functions, range of vocabulary, degree of accuracy, and flexibility that learners of a language are able to control) and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

3. ORAL AND WRITTEN PRESENTATION	
WL.4.3.1	Present oral and written information about self (<i>for example: personal experience/event, a trip, sports</i>) using models or visuals (<i>required: school subjects, modes of transportation, daily routines - including school, before/after school, and weekend routines, time</i>).
WL.4.3.2	Write lists, short messages, postcards, simple notes and descriptions on familiar topics (<i>for example: sports/hobbies/activities, school subjects, daily routines; required: daily routines - including school, before/after school, and weekends, summer activities in Arizona, places to visit, clothes related to place/activity, time</i>).
4. CULTURAL COMPETENCE	
WL.4.4.1	Compare tangible and intangible products and perspectives of own and target culture (<i>required: Argentina – flag, anthem, clothes, places of interest, sports/hobbies/activities, food, modes of transportation</i>).
WL.4.4.2	Compare practices and perspectives of own and target culture (<i>required: Argentina – school, daily routines, mealtimes, holiday traditions</i>).
5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.4.5.1	Perform level-appropriate tasks in science (<i>for example: identifying patterns and trends by analyzing data</i>) using information acquired in the target culture (<i>required: graphing the weather in Tucson/Phoenix over a specified period of time and drawing conclusions about the impact weather has on recreational activities in Arizona</i>).
WL.4.5.2	Perform level-appropriate tasks in mathematics (<i>for example: creates, reads and interprets pictographs, bar graphs, line graphs, tables, and timelines; performs basic operations to solve word problems; tells time</i>) in target language resources (<i>required: telling time to the hour, half hour, minute, quarter to; interprets and uses information represented in a graph</i>).
WL.4.5.3	Identify connections between English and the target language (<i>for example: borrowed words, cognates</i>).
6. COMMUNICATION ACROSS COMMUNITIES	
WL.4.6.1	Communicate with Spanish-speaking peers of the target culture (<i>for example: ePals, iChat; Skype, sister school program; required: exchange information on familiar topics, for example, sports/hobbies/activities with an ePal in Argentina</i>).
WL.4.6.2	Attend, participate in, or view target language culture events and share with others (<i>for example: celebrations, games, concerts, art exhibitions, theater, presentations/skits for younger students; required: Independence Day – July 9, artwork of Argentinean artist Carolina Antoniadis, born 1961</i>).